DOCUMENT RESUME

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TITLE	Teaching: A Course in Applied Psychology. Description of Teacher Inservice Education Materials.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
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IDENTIFIERS	Applied Psychology

ABSTRACT

The intent of the teacher program described here is to build skills, provide information, encourage attitude change, and increase understanding of teachers in regard to the principles of behavioral psychology as applied in teaching situations. The main focus of the product is on the principles and application of behavior modification. Information is provided here on the content and purposes of the program as well as activities and resources. A critique, ordering information, and history of development are also included. (DS)

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ED166186

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: TEACHING: A COURSE IN APPLIED PSYCHOLOGY

Publication Date(s): Copyright, 1971

Intended Users: Preservice and inservice teachers interested in a study of the principles of behavioral psychology

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): Preschool, elementary school

Number: Individual or group

Primary Focus: The intent of the product is to build skills, provide information, encourage attitude change and increase understanding of teachers in regard to the principles of behavioral psychology as applied in teaching situations.

School subject(s) and/or inservice topic(s) covered:

The inservice topic addressed is behavior modification, its principles and application. The material is relevant to all subject areas.

What participant does in using the materials:

Users may work with the materials individually, or in a group with peers, group leaders and an instructor. The user reads the material, discusses it, answers questions, does the exercises suggested in the book, and finally applies the concepts and principles presented in his/her own classroom.

Resources:

The product consists of two softcover books, an Instructor's Manual and the text. The Instructor's Manual provides the answers to discussion questions and review exercises which are in the text. The text also contains a list of resources. Administrative and organizational arrangements for the program will be made by the users.

Describer critique:

This is a well-written product which covers an extensive range of problems in classroom management and effective teaching. Most teachers could benefit from use of this well-organized, clear, comprehensive program.

M69 behavioral science - (CM) behavior modification TD

SP 013830

1.0 PURPOSES:

Rationale

The describer infers that the reason for developing the program is the developer's belief that the principles of psychology applied to teaching will improve the teacher's effectiveness in the classroom, and the student's classroom attitude and behavior.

Goals

In the Preface, the developer states: "This course aims to teach principles underlying new teaching technologies, and at the same time to teach teachers and future teachers what they need to do to be better teachers. Our primary goal is to improve the practice of teaching rather than to teach the student to talk about various theories of learning."

Objectives

No general objectives are given by the developer. Specific objectives are given at the beginning of each unit. Examples are as follows:

Unit 1. "When you complete this unit you should be able to:

1-Define teaching as a three step process."

Unit 10. "After completing this unit you should be able to:

4-Demonstrate procedures for maintaining good attention."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program components are a 144-page Instructor's Manual and a 500-page text. Contents are listed below:

Teaching: A Course in Applied Psychology - Instructor's Manual

About the Text	p. 1
Course Organization	pp. 2-3
Test Preparation	p. 4
Assigning and Monitoring Projects	pp. 5-8
Assignment of Supplementary Readings	pp. 9-11
Answers to Discussion Questions	pp. 12-85
Answers to Review Exercises	pp. 86-144

Teaching: A Course in Applied Psychology - Text

Preface	p. V
To the Instructor: Course Organization	p. VI
To the Student: How to Use the Text	p. VII
Part I - Behavior Modification (17 units)	pp. 1-236
Part II - Concepts and Operations (nine units) Implications and Applications (six units)	pp. 237-466
References	pp. 467-470
Projects	pp. 471-494
Index	pp. 495-499

Sequence

As these materials are resources, their place in a training program would be determined by the users.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The user may implement the program in one of three ways (as specified by the developer): individually; in a group with an instructor and student group leaders; or in a group with an instructor and former students as group leaders. ("Students" in these instances indicates "peers.")

Unless using the material individually, the user will interact with peers, group leaders and an instructor in a classroom setting. The user may also interact with pupils if the suggested projects are implemented.

The user reads the material, engages in discussion, answers questions, does the exercises and perhaps carries out the suggested projects. The group leaders ask questions and monitor discussions, and administrate tests. The instructor appoints group leaders and carries out supervisory activities. Pacing and time are left to the design of the instructor.

3.2 Help given in use of product:

The Instructor's Manual provides answers to the discussion questions and review exercises which are in the text.

A list of references is provided in the text, but there are no guidelines for adaptation.

The instructor should be well-versed in the principles given and their implementation; ideally, the instructor should be a psychologist or a teacher having background and experience in psychology.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are review questions in each part of the text, written or oral exercises with each unit. There are no pretests. The tests are either administered by the participant or by group leaders.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The developer does not specify how much time should be spent on using the product. However, the describer infers that if used in a group situation, the program could cover a school semester or possibly longer. Classroom space is required if the program is used in a workshop setting.

The user must supply administrative/organizational arrangements. Implementing the suggested projects will require a school and pupils.

5.2 Distributor name/address:

Science Research Associates
PO Box 10021
1540 Page Mill Road
Palo Alto, California 94304

(415) 493-4700

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHING: A COURSE IN APPLIED PSYCHOLOGY includes:				
Instructor's Manual	$2.24	no	1	yes
Text	$8.76	no	1/participant	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The authors of the program are: Dr. Wesley Becker, Department of Special Education, University of Oregon; Dr. Siegfried Englemann, College of Education, University of Oregon; Dr. Don R. Thomas, Department of Human Development, University of Kansas.

Dr. Englemann has had secondary school teaching experience. The distributor notes that all three developers are very much involved in teacher training programs.

6.2 How developed and when:

The product was field tested with preservice and inservice teachers at the University of Illinois and subsequently revised before its publication in 1971.

6.3 Evidence of effectiveness with users:

The program developers provided no results of field testing conducted with the product.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program is well designed and should enable users to apply the principles of behavior modification in the classroom.

The methods and principles set out in this product are applicable to most grade levels and subject areas, although the product concentrates on applied psychology at the elementary level. Counselors and special education teachers could find the product to be of value.

The technical quality of the two books is very good. The print is clear and the content is well laid-out.

Content accuracy/social fairness/community acceptance issues:

The content of this product is based on theory, which in turn is based on research and practical applications. The principles and theories are current.

There is no ethnic or sex bias.

Overall summary/comment:

The product is comprehensive, clear, easy to use and well written. Most teachers could find some, if not all of the concepts of value in their efforts to teach and effectively manage a classroom. The lack of technical and educational jargon in the text is refreshing (although behavior modification terminology is necessarily used, it is clearly defined), and the many examples provided are concrete and illuminating.

MB-10/77